

SIMON FRASER UNIVERSITY

OFFICE OF THE VICE-PRESIDENT, ACADEMIC

MEMORANDUM

To: Senate

From: J. Munro, Chair
Senate Committee on Academic Planning

Subject: Faculty of Education -
Graduate Diploma in Education
(SGSC Meeting November 8, 1999)
(SCAP Reference: SCAP 99-50)

Date: December 10, 1999

Action undertaken by the Senate Graduate Studies Committee and the Senate Committee on Academic Planning gives rise to the following motion:

Motion:

"that Senate approve and recommend to the Board of Governors as set forth in S.00 -12 , the proposed Graduate Diploma in Advanced Professional Studies in Education including:

New courses:

EDPR 501 – 520	Special Topics
EDPR 521 – 540	Special Topics
EDPR 541 – 544	Advanced Field Studies in Curriculum Development – I
EDPR 545 – 548	Advanced Field Studies in Curriculum Development - II
EDPR 549 – 552	Advanced Field Studies in Educational Practice – I
EDPR 553 – 556	Advanced Field Studies in Educational Practice – II
EDPR 557 – 560	Advanced Field Studies in Collaborative Inquiry – I
EDPR 561 – 564	Advanced Field Studies in Collaborative Inquiry – II."

For Information:

Acting under delegated authority the Senate Graduate Studies Committee and the Senate Committee on Academic Planning approved the following curriculum revisions in the Faculty of Education:

- i) Revisions to the general Calendar entry
- ii) Revisions to the Curriculum and Instruction program
- iii) Revisions to the Educational Leadership Master's and Ed. D. programs, including change of name of the Master's program from Administrative Leadership to Educational Leadership, and change of title and description – EDUC 813, 815, 817, 818, 963
- iv) The addition of EDUC 840 to courses required in the Ph.D. program in Psychology of Education
- v) Change of prerequisite for EDUC 829, 876

Any Senator wishing to consult the full report of curriculum revisions should contact Bobbie Grant, Senate Assistant at 291-3168 or e-mail bgrant@sfu.ca

J. McAlumro

**Simon Fraser University
Faculty of Education
Field Programs**

**Proposal for a
Graduate Diploma
in
Advanced Professional Studies in Education**

(Approved by Faculty of Education, 99-10-25)

Field Programs, Faculty of Education

Proposal for a
Graduate Diploma in
Advanced Professional Studies in Education

Context and Rationale

Experienced, certified teachers in British Columbia face increasing challenges as a result of ongoing policy, curricular and societal changes that affect the nature of their work. These challenges include:

- Rapid and extensive curriculum reform and new developments in all subject areas for the past decade or more (e.g., new frameworks and Integrated Resource Packages in 21 curricular areas);
- Introduction of new pedagogical approaches such as criteria-referenced assessment and evaluation, learning portfolios and activity-based learning;
- Inclusion of learners with many types of special needs in regular classroom settings;
- Increasing societal challenges for schools, including
 - * “inner city” problems associated with poverty, hunger, gangs and violence;
 - * integration of technologies into teaching and learning;
 - * public demands for greater accountability; and
 - * increasing diversity in school populations.

The Faculty of Education recognizes the need to conceptualize and design in-service programs that will enable teachers to critically examine new pedagogical and curricular directions and the impact of changing societal conditions on learning and teaching. These programs need to recognize the complexity of the issues facing classroom educators and provide teachers with learning environments that help them make sense of the problematic world of the classroom. The programs will build and sustain collaborative communities where teachers can pursue personal learning goals and make changes to their classroom practice with the support and guidance of educational mentors. They will provide teachers with opportunities to make sense of proposed changes in light of their own lived professional experiences.

The role of the university in the type of in-service program described above is to foster change in educational practice within an appropriate theoretical framework. The university serves as a stimulant, or catalyst, in the exchange of professional knowledge and competencies between the university and the educational community. The university is in a unique position to foster sustained dialogue about the problematic aspects of education in ways that enhance shared understanding and opportunities for action.

Overview

We propose here the creation of a Graduate Diploma in Advanced Professional Studies in Education (referred to hereafter by the acronym APSED), consisting of courses at the 500 level. The APSED will provide a timely response to growing demands from school districts, the Ministry of Education and the College of Teachers for well-conceptualized further-training opportunities that address the changing conditions of schools and society that teachers face on a daily basis. It is designed to complement the programs currently offered by the Faculty of Education by providing experienced teachers whose primary focus is classroom-based educational practice an opportunity to engage in focused, sustained reflective inquiry into classroom practice. In doing so, it acknowledges that SFU's Faculty of Education has a responsibility to respond to the educational needs of professional teachers that are not necessarily being met by current program offerings in British Columbia.

This proposal recognizes that programs for experienced professionals who have completed at least one undergraduate degree in addition to a program of pre-service professional studies should demand more than undergraduate-level performance. It also attempts to address the issue of enrolment restrictions at the undergraduate level by separating teachers seeking advanced professional studies (outside the Masters' degree) from true undergraduate students. Thus the creation of an Advanced Professional Studies in Education Diploma at the graduate level will provide a more accurate designation for the level of challenge and performance required of teachers. At the same time, it will allow Field Programs to respond to in-service demands from the field without having to conform to undergraduate enrolment quotas. This may be especially important in light of an increasing need for undergraduate enrolments in PDP to address the anticipated teacher shortage.

The APSED provides an alternative to the Faculty of Education's Post-baccalaureate Diploma programs, which were originally designed for individual educators who wished to create their own programs of study from available undergraduate programs offerings. The Post-baccalaureate Diploma will remain a viable and less costly alternative for teachers whose individual interests can be served by existing on-campus or distance education course offerings at the undergraduate level.

The APSED is also seen as an alternative to studies at the Masters' level, serving educators with a different set of interests. It will consist of a 30-credit program at the 500 level, without a residence requirement. Course sequences will be designed to provide a cumulative learning experience that incorporates ongoing reflection and demonstration of competence with respect to a theme of importance in education. Summative assessment will be based on a cumulative demonstration portfolio referenced to established criteria, rather than on a comprehensive examination or thesis.

The APSED is intended to be self-supporting. Student fees for the APSED will be consistent with the base fees for six semesters of on-campus graduate study. This will allow Field Programs to return a reasonable level of overhead to the university and the Faculty of Education without putting the program out of reach for likely candidates. Students will be assessed fees on a per-credit basis.

Historical Considerations

Prior to 1994, teachers who wished to seek additional qualifications other than a Master's degree usually chose either to create an individual Post-baccalaureate Diploma program from existing undergraduate offerings, or to take a selection of undergraduate courses that would meet their school district's requirements for upgrading. These undergraduate courses, intended primarily for pre-service students, provide those interested in the field of education an opportunity to acquire more discipline-based, academic knowledge. The Post-baccalaureate Diploma remains a worthwhile option for teachers who wish to pursue an individual program. However, it was not designed to facilitate the development of collaborative communities of inquiry as previously described.

In 1994, the Field Programs area, in collaboration with other educational agencies, began to develop coherent off-campus in-service programs with a professional emphasis, tailored to the needs of experienced educators. For administrative purposes, these programs were created within the Post-baccalaureate Diploma framework, and participants were registered as undergraduates. The demand for these programs was so great that enrolments increased rapidly, putting pressure on the Faculty of Education's undergraduate FTE quota. Undergraduate enrolments have since been capped, effectively cutting off experienced teachers' access to this form of in-depth professional development. This has occurred at a time when the need for extended professional development in the educational community has become acute. The APSED will allow the Faculty of Education to respond to increasing demands from the field without drawing resources away from other program areas or taxing the Faculty's undergraduate or graduate FTE allocations. This will enable the Field Programs area and SFU to strengthen the partnerships with the field and enhance the university's reputation as a provider of high-quality, relevant professional development.

Anticipated Need

A Graduate Diploma tailored to the needs of BC educators provides a desirable alternative to the proliferation of out-of-province programs that have already attracted many teachers seeking a graduate level credential. The graduate diploma concept has recently been endorsed by the Ministry of Education Task Force on Mathematics. The Field Programs professional staff have recorded more than ten requests for 30-credit cohort inservice programs to be offered as soon as possible.

Principles

The APSED is consistent with Field Programs' philosophical principles of teacher in-service education, and with Field Programs' operational principles of responsiveness, fluidity and collaboration. It will allow the Field Programs area, with the guidance and approval of the Field Programs Committee and the Faculty of Education, to offer coherent theme-based programs that address priority concerns of field-based educators.

The APSED, as an off-campus cohort program, will provide a value-added contribution to the teaching profession by bringing teachers together to discuss common issues and create support systems that improve their working conditions. These benefits are acknowledged as a valuable contribution of the university to local and regional educational communities.

Program Development and Delivery

Each theme-based course sequence will be developed through the collaboration of a faculty member, an in-service coordinator and field-based professionals. The design of each theme-based APSED sequence will reflect the local context and be sufficiently flexible to be offered off-campus at particular sites in the province or by electronic delivery, or by both methods in combination. Cohort programs will generally be offered in collaboration with one or more co-sponsoring agencies (e.g., school districts, Ministry regional offices, other institutions) to maximize the sharing of resources and to offset site costs.

The program development and delivery structure builds on the success of the differentiated staffing model of the Faculty's Professional Development Program. The use of faculty/field based practitioner instructional teams is designed to foster the mutual exchange of knowledge and to build programs which have currency and validity both within the university and in the field. This blending of complementary expertise and knowledge through the collaborative work of the university and the educational community is seen as a strength of the APSED program.

Content

All theme-based Graduate Diploma course sequences will address five dimensions of teacher development:

1. investigation of current theory, research and pedagogy in a selected theme;
2. critical examination of related policy, curricular, instructional and assessment practices;
3. focused planning, implementation and inquiry that connects theme studies to the individual's professional context;
4. development of a criteria-referenced portfolio that demonstrates continuous reflection and documents significant learning over the duration of the program; and
5. ongoing participation in and contributions to both the cohort learning community and the individual's broader educational community.

Each theme-based course sequence will be designed to meet specified learning outcomes approved by the Field Programs Committee of the Faculty of Education. A variety of course frameworks that have already been field tested in Field Programs provide the design tools for building theme-based course sequences into comprehensive, cumulative and seamless learning experiences of six to seven semesters' duration. These course frameworks will ensure that the five common elements are addressed, while allowing for flexibility and responsiveness in identification of themes. All courses will be identified by an Education Professional (EDPR) designation.

Courses

All theme-based cohort programs will combine a balance of courses from each of the following categories. Sample course outlines are available for each category.

EDPR 501 to 520, 3,4,5 Special Topics

These courses require students to investigate current theory, research and pedagogy related to a particular theme.

EDPR 521 to 540, 3,4,5 Special Topics

These courses involve students in critical examination of policy, curricular, instructional and assessment practices related to a particular theme.

EDPR 541 to 548, 2,3,4,5 Advanced Field Studies in Curriculum Development (I and II)

In these courses, students read for, plan, and develop a conceptual framework for action that connects theme studies to the individual's professional context

EDPR 549 to 556, 2,3,4,5 Advanced Field Studies in Educational Practice (I and II)

In these courses, students implement plans for action, conduct classroom inquiry, and document their individual learning related to the theme of the course sequence.

EDPR 557 to 564, 2,3,4,5 Advanced Field Studies in Collaborative Inquiry (I and II)

In these courses, students work in groups to investigate topics of mutual interest within the diploma theme, with an emphasis on their contributions to both the cohort learning group and the individual's broader educational community.

Resources Required

No library material beyond that already in place for existing courses is required.

Diploma

Recognition of successful completion of the program will be via a Diploma issued by Simon Fraser University.

Calendar Entries

1. Calendar Entry Undergraduate Studies section

To be inserted as the penultimate paragraph under Field Programs in the Faculty of Education section:

Field Programs also offers a Graduate Diploma in Advanced Professional Studies in Education. For details see the Faculty of Education entry in the Graduate Studies section of this calendar.

2. Calendar Entry Graduate Studies section

To be inserted immediately following the list of faculty members under Faculty of Education in the Graduate Studies Section

Graduate Diploma in Advanced Professional Studies in Education

The Faculty of Education, through its Field Programs office, offers a Graduate Diploma in Advanced Professional Studies in Education. This program consists of 30 credits of study in courses at the 500 level having an EDPR prefix. Any variations must be approved by the Director of Field Programs. With such approval, up to 8 credits of other acceptable coursework may be used to complete the requirements for the Diploma.

Graduate Diploma programs are developed in cooperation with other educational partners (e.g., school districts and consortia, Ministry of Education regional offices) and all courses are offered at off-campus sites. Each program addresses a theme of importance to the educational community and students will normally progress through the diploma courses as a cohort. Significant portions of each theme-based cohort program may be supported via the Internet. Students who are unable to follow a cohort through an entire theme-based program must complete a total of 30 credits at least 18 of which must be in the given theme to qualify for the Diploma.

The minimum requirements for admission are

- a) a Bachelor's Degree from a recognized university,
- b) a teaching certificate based on a recognized teacher preparation program, and
- c) submitted evidence of the student's ability to undertake advanced work in education.

Under exceptional circumstances, applicants without a teaching certificate but having a Bachelor's Degree and significant teaching or leadership experience in education (e.g., in a pre-school or post-secondary setting) may be accepted into the program.

For further information contact:

Field Programs, Faculty of Education
Simon Fraser University
Burnaby, BC, V5A 1S6
(604) 291-4892 Tel, (604) 291 5882 Fax
email lbaillie@sfu.ca

Graduate Diploma Courses

EDPR 501 to 520, 3,4,5 Special Topics

These courses require students to investigate current theory, research and pedagogy related to a particular theme. Graded on a satisfactory/unsatisfactory basis.

EDPR 521 to 540, 3,4,5 Special Topics

These courses involve students in critical examination of policy, curricular, instructional and assessment practices related to a particular theme. Graded on a satisfactory/unsatisfactory basis.

EDPR 541 to 544, 2,3,4,5 Advanced Field Studies in Curriculum Development - I

In these courses, students read for, plan, and develop a conceptual framework for action that connects theme studies to the individual's professional context. Graded on a satisfactory/unsatisfactory basis.

EDPR 545 to 548, 2,3,4,5 Advanced Field Studies in Curriculum Development - II

In these courses, students read for, plan, and develop a conceptual framework for action that connects theme studies to the individual's professional context. Graded on a satisfactory/unsatisfactory basis.

EDPR 549 to 552, 2,3,4,5 Advanced Field Studies in Educational Practice - I

In these courses, students implement plans for action, conduct classroom enquiry, and document their individual learning related to the theme of the course sequence. Graded on a satisfactory/unsatisfactory basis.

EDPR 553 to 556, 2,3,4,5 Advanced Field Studies in Educational Practice - II

In these courses, students implement plans for action, conduct classroom enquiry, and document their individual learning related to the theme of the course sequence. Graded on a satisfactory/unsatisfactory basis.

EDPR 557 to 560, 2,3,4,5 Advanced Field Studies in Collaborative Inquiry - I

In these courses, students in groups investigate topics of mutual interest within the diploma theme, with an emphasis on their contributions to both the cohort learning group and the individual's broader educational community. Graded on a satisfactory/unsatisfactory basis.

EDPR 561 to 564, 2,3,4,5 Advanced Field Studies in Collaborative Inquiry - II

In these courses, students in groups investigate topics of mutual interest within the diploma theme, with an emphasis on their contributions to both the cohort learning group and the individual's broader educational community. Graded on a satisfactory/unsatisfactory basis.

Attachment A

Graduate Diploma in
Advanced Professional Studies in Education

Cost AnalysisAssumptions:

35 students per cohort

30 credit-hours split as follows:

16 hours special topics courses + 14 hours field studies courses

tuition fees to yield equivalent of minimum cost for graduate program

\$768/semester for 6 semesters = \$4608

i.e., \$4608/30 = \$153.60 per credit hour

Instructional costs per cohort:

2 special topics courses @ \$6500 per sessional	\$ 13 000
1 faculty assignment to develop, monitor, evaluate	on load
2 faculty assignments to teach courses	on load
4 adjunct inservice FAs	
@ \$100/student	3 500
+ 5 meetings @ \$200, for each of 3 courses	<u>12 000</u>
	\$ 25 500
+ travel & other expenses @15%	<u>3 825</u>
	\$ 28 325
+ other unforeseen expenses	<u>1 675</u>
Total	\$ 30 000

Revenue:

30 x \$153.60 per student (35 students)	\$161 280
less 7.5% overhead to SFU	12 096
less 7.5% overhead to Fac of Ed.	<u>12 096</u>
	\$137 088
less breakage	<u>88</u>
Total	\$137 000

Net revenue per cohort \$107 000

Current Field Programs salaries + other fixed costs \$540 000

Minimum number of cohorts required to cover costs = 5

Associated FTEs = $5 \times 35 = 175$

Revenue generated in overhead to SFU per cohort:	\$ 24 192	
5 cohorts @ \$24 192	\$ 120 960	over two years
Total annual overhead revenue	\$ 60 480	

Further assumptions:

Field Programs maintains an undergraduate FTE commitment to sustain faculty undergraduate "quota." This will amount to 100 FTEs initially declining to steady state of perhaps 50 FTEs

Eventually, after start-up of the Graduate Diploma Field Programs total FTEs rise to the same overall level of activity as at present in Field Programs for a total of 400 FTEs

This leaves room to add another 5 Graduate Diploma cohorts, yielding total University overhead returns of approximately \$120 000 annually

This also provides additional income to Field Programs to add personnel to relieve current members of overwhelming workloads and allows time to develop non-credit programs and projects.

Faculty teaching commitments based on 5 GD cohorts consists of 15 assignments over two years, or 2.5 assignments per semester. If a total of 10 cohort GDs are developed this would rise to 5 assignments per semester. This compares favourably to current allocations and is in line with those generally agreed to by the Faculty of Education Executive in late 1998.

**FIELD PROGRAMS, FACULTY OF EDUCATION
GRADUATE DIPLOMA PROPOSAL**

Summary of Sample Course Outlines Provided, Showing Diploma Themes and Courses Categories

Diploma theme	Course Titles	Theory, research and pedagogy	Curriculum instruction and assessment	Field studies
Diversity and Inclusion	Crossing Boundaries: Exploring Diversity in Education Curriculum Adaptations and Modifications for Today's Classrooms	✓	✓	
Fine Arts	Issues in Education in the Arts Sample Group Field Study: Criterion Referenced Evaluation and Performance Task Assessment in Music.	✓		✓
Early Literacy	Scaffolding Children's Literacy Learning Balanced Reading Programs in the Primary Grades	✓	✓	
Mathematics/Science	Making Connections in Mathematics and Science Building Reflective Communities in Language Arts and Social Studies	✓	✓	
English Language Arts and Social Studies	Sample Group Field Study: Les programmes d'étude La formation personnelle et sociale et La planification professionnelle et sociale.			✓
French	Sample Group Field Study: Role of a Technology Representative in an Elementary School			✓
Information Technology				✓

Any Senator wishing to consult the sample course outlines in detail should contact Bobbie Grant, Senate Assistant at 291-3168 or e-mail bgrant@sfu.ca